

# POPULATION EDUCATION

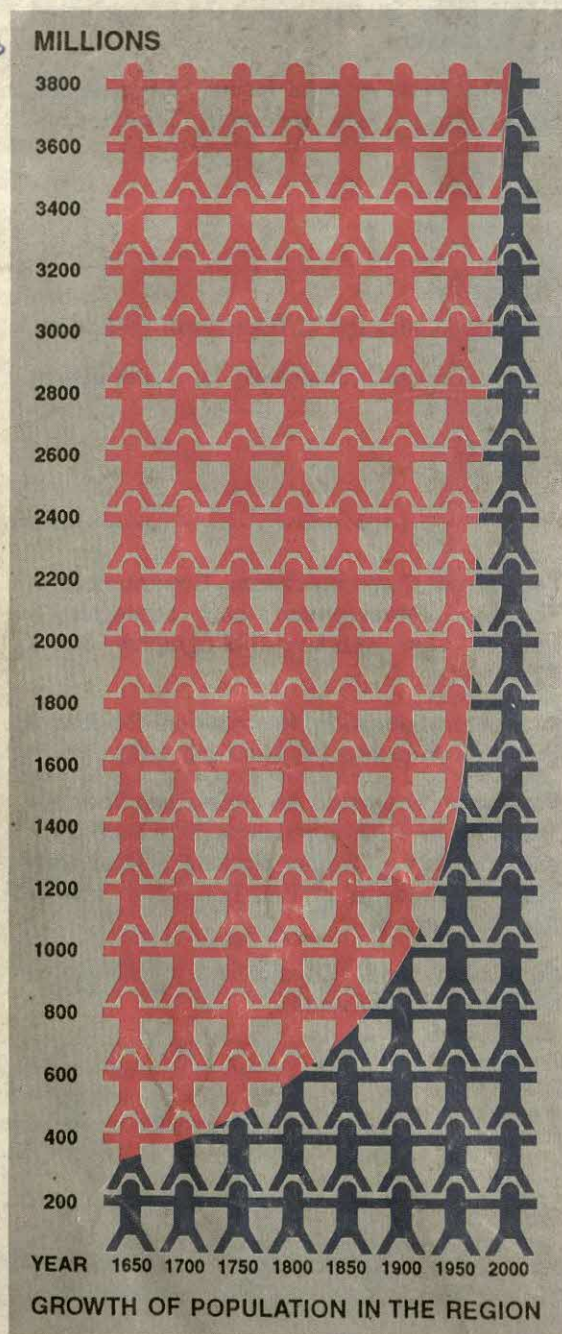
## IN ASIA AND THE PACIFIC

### NEWSLETTER AND FORUM

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“....**T**he population issue is one of today's major planetary problems towards the solution of which education must contribute, just as it contributes to the overall development of human resources and the promotion of human rights, international peace and understanding, to the advancement of the status of women, to the protection of the environment, to the improvement of health and to the safeguarding of the cultural heritage and universal common values.”

*From the Declaration of the Istanbul International Congress on Population Education and Development, adopted on 17 April 1993 in Turkey.*





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- Population Communication: Communication Theories, Development and Strategies – Volume One (Abstract-Bibliography Series 12)
- Population Education, International Review of Education, Volume 39, Nos. 1-2 1993
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## First International Congress on Population Education and Development Adopts Declaration and Action Framework

*"Twenty-five education ministers and deputy ministers and 209 high-ranking educationists and other officials from 93 countries adopted the Declaration and the Action Framework for Population Education on the eve of the 21st Century at the First International Congress on Population Education and Development held from 14 to 17 April 1993 in Istanbul, Turkey"*



Organised by UNESCO and UNFPA, the Congress reviewed the trends in population education over the past two decades, adopted a Declaration on the role of education in human development and devised an Action Framework which consists of strategies and measures to ensure that education systems pay greater attention to population issues.

At the opening ceremony, addresses were delivered by the Minister of Education of the Republic of Turkey, the Director-General of UNESCO and the Executive Director of UNFPA.

H.E. Mr. Koksall Toptan, Minister of Education of the Republic of Turkey welcomed all participants to Istanbul. He pointed out that the Congress was taking place at a historical turning point where investment in human development through better educational means was more crucial than ever before in view of the rising expectations for individual welfare and better quality of life for all.

Mr. Federico Mayor, Director-General of UNESCO explained that the themes of population, development, environment, democracy and human rights, together with drugs and AIDS-prevention, are components of the education for quality of life that UNESCO is promoting within the framework of the Education for All initiative and as a follow-up of the UN Conference on Environment and Development.

He stressed that this Congress must contribute to the promotion of sustainable development by identifying priorities, strategies and actions designed to develop, strengthen and institutionalize population education in the 1990s and beyond.

He proposed to submit the conclusions of the Congress for endorsement to the General Conference of UNESCO at its 27th session and to present them to the Delhi Meeting of the Nine Largest Countries in November 1993, as well as to the International Congress on Population and Development to be held in Cairo in 1994.

Dr. Nafis Sadik, Executive Director of UNFPA, greeted the participants on behalf of the Secretary

General of the United Nations. This Congress, she said marked the coming of age of population education.

She recommended that fresh efforts should be made to provide more schooling for girls, since experience showed that women's education is one of the strongest factors for reducing maternal and infant mortality and lowering fertility rates. She added that teaching responsible parenthood to both sexes creates an environment where women's decisions about their reproductive preferences are respected.

She called for redoubling of efforts to make certain that population education should be carried out effectively in classrooms throughout the world. She also urged that every major curriculum reform, textbook revision and new teacher training initiative should include attention to population education, as should all non-formal education activities.

In her capacity as Secretary of the forthcoming International Conference on Population and Development, Dr. Sadik assured the participants of the importance of their conclusions.



## Congress calls for an interdisciplinary approach

The Congress adopted a Declaration which calls for the use of education to contribute to the solution of population problem as well as to the overall development of human resources and other development concerns. It recommends an education concerning population issues to both sexes and all age groups; at all levels of educational systems and in both formal and non-formal education.

It calls for an interdisciplinary approach with population education, environmental education and international education closely interlinked. It recommends that population education be carried out within the framework of universal human rights, with the participation of all parties concerned and with due respect for prevailing socio-cultural values and beliefs of the people.

It stresses that changes in demographic behaviour should only be obtained with the free consent and active participation of women and men concerned. Consequently, education about population issues should aim at developing freedom of



*Mr. Colin Power, ADG of UNESCO Education Sector announces the adoption of the Declaration and Action Framework during the closing ceremonies. Joining him are: Mr. R.C. Sharma, UNESCO Adviser for Population Education; Mr. O.J. Sikor, Chief of Education, Communication and Youth Branch, UNFPA; Ms. Ulku Bilgen, Deputy Under-Secretary of the Ministry of National Education, Republic of Turkey and Mr. R. El-Heneidi, UNESCO Director Population Operational Activities.*

informed choice and responsible individual behaviour.

Since population education is an educational activity open to the family, the community and society, the Declaration urges that their representatives be involved both in the definition of objectives and specific content, and also in developing the programmes.

The Congress was a culmination of a series of preparatory regional meetings organised in five regions in 1990 and 1991, namely Africa, Arab States, Asia and the Pacific, Europe, Latin America and the Caribbean. These meetings were attended by more than 120 specialists from 80 countries and international organizations.

## Framework of Action to Guide in Implementing the Istanbul Declaration

The Congress developed a framework of action which spells out the basic principles outlined in the Istanbul Declaration on Population Education and Development. Based on experience acquired by national population education programmes over the last two decades, and on the proposals, guidelines and recommendations of the five regional meetings held in preparation for the International Congress, this action framework is intended as a reference guide for governments and organizations in formulating their plan of action to implement the Istanbul Declaration.

The action framework comprises four sections: i) policies, programming and institutional coordination; ii) conceptualization and content at different levels of education; iii) strategies for the development of

educational action; and iv) logistic support activities. These actions are grouped into two levels, namely, direct action within individual countries and regional cooperation and multilateral and bi-lateral cooperation within the world community.

### Programming and conceptualization

The actions under policies, programming and institutional coordination call for political commitment from all sectors, allocation of resources, stronger coordination between educational authorities and those responsible for population issues and other sectors of socio-economic development.

This section also urges complementarity between all education

activities on the improvement of quality of life such as population education, environmental education and international understanding. Support for the creation and development of networks of NGOs working in population should also be envisaged.

Under the section on conceptualization and contents at various levels of education, the framework includes actions towards an interdisciplinary development of population education; definition of content on the basis of socio-cultural studies of various groups within the community and its diversification according to local realities.

To meet the challenges of the coming decades, it is proposed that the scope of population education content be widened to include



emerging population-related issues such as the prevention of AIDS, adolescent pregnancies, migration, ageing, urbanization, environment and resources as well as status of women.

This section also provides detailed procedures or guidelines on what and how population education can be integrated into the levels of basic education, general secondary, technical and vocational education, level of post-secondary, university and professional training and out-of-school and non-formal education.

### Strategies and logistics

In the development of educational action, the framework includes strategies in two areas, namely, the development of curricula and teaching-learning materials and appropriate teacher training.

The development of curricula and teaching-learning materials should be entrusted to interdisciplinary teams comprising, inter alia, subject specialists and educationists. Appropriate preparation of educational personnel should be incorporated in training programmes of pre-service and in-service training.

Various specific actions are spelled out under this section to carry out better curriculum development and teacher training.

Under the section of logistics support activities, actions are called for in three areas: to strengthen research and regular evaluation of the population education programme and its various components; creation of national mechanisms for documentation on population education; and use of traditional and modern methods of communication to support and develop population education.

### Regional and international co-operation

Regional and international co-operation are called for in integrating or jointly implementing similar population programmes and other related-areas such as environment, prevention of AIDS, urbanization, advancement of the status of women, etc.; facilitating exchange of data, information and results of pilot programmes in population education; constituting data banks and the design of methodological tools and prototype materials and providing greater support to advanced training seminars at the regional level, research at the national, regional and international levels and in the creation of regional and international associations of professionals concerned with population education.

### Highlights of participants' reactions

The participants studied the action framework and recommended amendments and emphasis on some areas of actions. These include the following: i) the need for the university to be more involved; ii) broadening of the scope of themes in school curricula; iii) making women and girls, both in-school and out-of-school as special priority; iv) dealing with the phenomena of migration; and v) adapting a more flexible approach to curriculum development.

The participants also saw the need to: i) specify the role of social partners in the orientation of population education; ii) ensure active participation of administrative authorities in the development of curricula and teaching-learning materials; iii) inclusion of non-formal education personnel in the training activities; iv) associating women's groups in awareness and training activities; v) using mass media for distance education training and self-learning; vi) strengthening research on innovative methodologies; vii) training of personnel on research and evaluation techniques and viii) training of documentation and information personnel in modern documentation techniques and management of information systems.

### CST for South and West Asia Established

The UNFPA Country Support Team for South and West Asia (UNFPA CST for SAWA) began operations in mid-July 1992. Headed by Ms. Shahida Azfar, a career UN official with considerable experience in health and other development areas, the Team will have a total of 16 highly qualified Advisers who have extensive experience in population and related fields.

At present, six Advisers are in position and two others are expected to join the Team soon. For the remaining positions, process of recruitment is underway.

The Team's technical support services are available to all UNFPA-assisted programmes and others in



*Rt. Honourable Prime Minister Mr. Girija Prasad Koirala of Nepal and Dr. Nafis Sadik, UNFPA Executive Director jointly inaugurated the Office of the UNFPA Country Support Team for South and West Asia located in Kathmandu last 4 March 1993. Hosting the inauguration are Mrs. Shahida Azfar, CST SAWA Team Leader and Mr. O. Ertur UNFPA Country Director for Nepal.*



the region. Coordinated by UNFPA, the CST for SAWA is made up of experts drawn from United Nations and its specialized agencies, regional institutions and NGOs.

In setting up the teams, the UNFPA described the following as the objectives of the new arrangements:

- To improve the availability to countries of technical knowledge, analysis and research for use in population policies and programmes;
- To contribute to an integrated and coordinated multi-disciplinary approach to population;
- To accelerate the achievement of national self-reliance through the use and development of national and regional individual and institutional expertise; and
- To ensure close interaction of research and analytical work with operational activities.

The CST for SAWA covers the following nine countries: Afghanistan, Bangladesh, Bhutan, India, Iran, Maldives, Nepal, Pakistan and Sri Lanka.

## Profile of Team Leader and Members of CST for South & West Asia



**Team Leader**  
*Ms. Shahida Azfar*

As the Team Leader, Ms. Shahida Azfar is responsible for managing and guiding the activities of the multi-disciplinary and inter-agency UNFPA Country Support Team for South and West Asia (UNFPA CST for SAWA).

Before her appointment by UNFPA as the first Team Leader of the CST for SAWA, Ms. Azfar served as the Team Leader of UNICEF operations in Namibia, which was part of the UN Transitional Assistance Group (UNTAG). With the independence of Namibia, she was subsequently appointed as UNICEF Representative to that country. In that capacity, Ms. Azfar established the UNICEF Office and assisted in setting up a

primary health care (PHC) system, undertaking accelerated service delivery of an expanded immunization programme, establishing a logistics/cold chain system, conducting training activities for health workers and setting up MIS for PHC services which included family planning.

Prior to the assignment in Namibia, Ms. Azfar worked at the UNICEF Headquarters in New York for seven years. Before this, she worked in Pakistan as UNICEF Planning and Programme Officer. In mid-60's, she also worked as a research assistant at the Centre for International Affairs of Harvard University.

Ms. Azfar is a sociologist with a M.A. from the University of Punjab. She participated in specialized courses at various schools including the Harvard University and the Syracuse University's School of Public Administration and Management.



**Mr. J.H. Lee**  
*Adviser on Workers Education and Communication*

As the Adviser on Workers Education and Communication (ILO), Mr. J.H. Lee has a major responsibility in IEC-related activities directed towards labour sector institutions and target audiences, such as development of communication strategies, IEC messages/materials and training aids, designing and conducting IEC-related operational research and development of projects for all organized sector target groups.



**Mr. Jalaluddin Ahmed**  
*Adviser on Organized Sector and Community Outreach*

As the Adviser on Organized Sector and Community Outreach (ILO), Mr. Jalaluddin Ahmed is mainly responsible for development and backstopping of community outreach programmes undertaken by large enterprises and providing technical assistance to work setting-based population education/family welfare activities.





**Ms. Malicca Ratne-Castelli**  
*Adviser on Population  
Information and Communication*

As the Adviser on Population Information and Communication (UNDP/UNFPA), Ms. Malicca Ratne-Castelli assists countries in a wide range of population information and communication activities – from project formulation, monitoring, review and evaluation to ad hoc advisory services and technical backstopping. Assisting in the development of communication programmes and strategies and helping in training activities are also part of her responsibilities.



**Mr. Sans Hutabarat**  
*Adviser on Out-of-School  
Population Education*

As the Adviser on Out-of-School Population Education (UNESCO), Mr. Sans Soaloon Hutabarat is responsible for technical support and backstopping of population education programmes. He helps countries in project identification, formulation, execution and evaluation, and in the preparation and development of country population education strategies. He will participate in the Programme Review Strategy Development (PRSD) missions and assist in training programmes both at the regional and national levels.



**Dr. Rafiqul Huda Chaudhury**  
*Adviser on Population and  
Development Planning*

As the Adviser on Population and Development Planning (ILO), Dr. Rafiqul Huda Chaudhury has a major responsibility for the promotion and incorporation of population factors and concerns into development planning. He will organize and contribute to research and training activities aimed at providing usable methodologies to planners and policy makers.

## Other Advisers under recruitment

To join the CST within this year will be the Advisers on: Population Statistics; Integrated Rural Programme; Maternal and Child Health/FP Management and Logistics; Socio-cultural Research; Population Information and Com-

munication; Agricultural Extension and Communication; Women, Population and Development; and Management of Population Programme.



## Guidelines for UNFPA Support to Population Education and Parent Education Programme

The United Nations Population Fund (UNFPA) has recently published two documents that outline the policy guidelines for UNFPA and other programme practitioners in the development and implementation of population education and parent education programmes.

### Population education

Under population education, the document states that UNFPA supports population education in two principal categories, formal and non-formal education programmes. This support involves two steps, development of awareness at the country level of the role and need for population education and formulation and implementation of country programmes.

Under formal education at the national level, UNFPA may consider providing support for: (i) development of training methodologies and teaching-learning materials; (ii) development of new curricula or revision of existing ones; (iii) training of local manpower who will implement and manage the programme; (iv) establishment of population education unit; (v) strengthening the role of universities, teachers' colleges and national training institutions; (vi) fellowship programmes; and (vii) programmes that will maximize female enrolment at school and continuing attendance.

Support for activities at inter-country level includes development of subregional or regional outreach programmes to facilitate the training of key population education personnel; technical and advisory services; pilot training programmes and development of exemplary/prototype materials and clearinghouse services and documentation centres that support national efforts.

In the non-formal education sector, UNFPA will support the efforts of governments to develop non-formal population education pro-

grammes, be they multi-sectoral or sectoral programmes (literacy, food production, workers education) using all available channels.

Other areas that UNFPA can provide some operational inputs into include advisory services, research, training, equipment and supplies and vehicles.

### Parent education

UNFPA supports parent education as part of a comprehensive approach to population education. Basically, parent education endeavours to increase parents' knowledge of human sexuality and reproduction, and of how to transmit this knowledge to children. It is expected that improved communication between parents and children should help prepare children to make wise reproductive choices.

The document contains four sections: the first section provides an overview and definition of parent education; the second discusses the current issues in parent education in the context of population and development; the third section describes examples of projects on parent education and the last section forwards suggestions for strategy development and future programming.

The current issues dealt with concern how parent education should be approached; targeting three groups of parents in this educational effort, i.e., parents of adolescence, newborn children and pre-school children; the need for continuing education and cultural issues and practices regarding human sexuality, population-related customs and norms.

## NEWS BRIEFS

Dr. Nafis Sadik, UNFPA Executive Director, inaugurated the Office of the CST for East and South-East Asia located in the site of Economic and Social Commission for Asia and the Pacific in Bangkok last 25 February 1993.

Dr. Nafis Sadik visited Bangkok from 20 to 27 February 1993 as part of a regional tour to inaugurate the CST Offices in Bangkok, Kathmandu and in preparation for the International Conference on Population and Development which will take place in Cairo between September 1994.

Attended by around 80 officials from ESCAP, United Nations Agencies, representatives from embassies and various Thai Government offices and NGOs, the inauguration ceremony was presided by Mr. Rafeuddin Ahmed, Executive Secretary of ESCAP, Mr. Alan Doss, UNDP Representative and remarks on the UNFPA Country Support Team for East and South-East Asia was also presented by Mr. Ghazi Farooq, the Team Leader.

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Twenty-two Team Leaders and Advisers from the Country Support Teams based in Bangkok, Kathmandu and Suva received comprehensive orientation on their new mandates, roles and functions as provided in the TSS guidelines.

Organized by UNFPA Headquarters in Thailand from 25 to 29 January 1993, the seminar provided an opportunity to identify problems and constraints in the implementation of the TSS, clarification of misconceptions and definition of issues, programme approaches and strategies. The discussions streamlined the management and administrative procedures in the execution of the new system and resulted in the refinement of its guidelines.

The meeting was opened by Mr. van Arendonk, who emphasized the importance of the orientation workshop for the proper implementation of the TSS system. He underscored the important role of the TSS system in addressing the current issue of UN restructuring which calls for decentralizing the development process and bringing it closer to the country level.

In the policy guidelines, UNFPA calls for a strategy that will include parent education as a component of the population information, education and communication programme. Once a local infrastructure (NGO or government) is set up for parent education, other organizations may be invited to collaborate so that messages to parents will be confined to one component of a single project.



## CHINA, PEOPLE'S REPUBLIC OF

## Population Education in Peasant Schools Reviewed

The peasants form a crucial part of China's population which could contribute to the realization of the State Population Policy to limit the population to around 1.2 billion by the year 2000. To launch a nation-wide population education programme to educate peasants about the relationships of population variables with quality of life and to adopt a one-child family norm, a five-year project, CPR/90/P20- Population Education in Peasant Schools was implemented since 1990.

The programme was interwoven with adult education programme throughout the country using the existing network and facilities of the Peasant Secondary Vocational Schools and adult education centres. The project was expected to cover 97 rural districts of eight provinces and 34 selected districts in the remaining 17 provinces through 131 lead schools, 600 pilot schools and 600 contact points.

After more than three years of implementation, a review was undertaken by UNFPA CST Adviser, UNFPA Programme Officer and the project authorities from 15 May to 2 June 1993 in Beijing to take stock of the progress and status of the project with the end in view of instituting improvements and changes.

The mid-term evaluation mission looked into several programme components in assessing the project's status. These included the project plan, the project inputs, and the project implementation. Under project implementation, the mission assessed the outcomes, and analysed the problems and issues met in terms of institutional framework and coverage, materials development, personnel training, research and impact evaluation and equipment.



*As part of the Mid-term evaluation, classes on population education were observed to determine students' grasp of population concepts as a result of exposure to population teaching.*

Based on the mission's findings, the following recommendations were presented to the Chinese Government and UNFPA for consideration:

a) The project should be continued provided that the eight provincial training centres in eight provinces be converted into provincial training and materials development centres to strengthen the project's materials production and training capabilities;

b) In addition to the existing management structure, the Provincial Education Commissions should set up population education management groups to provide technical backstopping and to co-ordinate and mobilize resources within the education sector;

c) The concept of contact point, its scope and operations, should be clearly spelled out in order to ensure that the peasants and their families could directly benefit from the population education learning opportunities being offered through these places.

d) The content coverage of population education should be expanded to cover all related components of population and quality of life and the new emerging areas such as sex education, STDs and AIDS, ageing and gender roles.

e) The existing motivational, teaching/learning and training materials should be reviewed and updated to ensure incorporation of broader concepts of population education and new emerging concerns. Furthermore, new types of well-illustrated materials should be produced in sufficient quantities and supplied to teachers and students in the schools and contact points.

f) The provincial training centres, lead and pilot schools should use the revised training package supplied by the State Education Commission as well as supplement this by producing their own teaching/learning materials;

g) All project staff from the state down to the provincial, school and contact point levels should be oriented on the revised population education conceptual framework, goals, scope and new areas to develop common understanding about and consistent approach to the programme;

h) Provincial Education Commission in collaboration with the training centres and lead schools should undertake operational research and micro level impact studies to determine effectiveness of the programme's inputs.



## INDIA

## Collaboration Exemplified in Training Package

**P**rof. D.S.Muley, National Coordinator of the Population Education Project in the National Council of Educational Research and Training (NCERT), reported that for the first time, the education sector and the health sector sat together to develop a training package that integrates population education and health concerns systematically.

Developed by the NCERT for the orientation of medical officers and other health workers under the UNFPA-funded Family Welfare Area Development Project of the Ministry of Health and Family Welfare, the training package consists of both print and electronic media.

The print materials of the training package consist of three sections: i) enrichment materials related to various aspects of health and population; ii) types and designs of school and community-based activities that can be planned and organized for imparting health and population education messages effectively and iii) ancillary materials.

The electronic material consists of a two-and-a-half hour video tape with five programmes on various aspects like environment, adolescence education, family welfare, maternal and child health and co-curricular activities. The training material was pre-tested among the target users and consequently revised and reproduced for use in four States of India.

*Traditional folk songs (gigi and lavani) are employed to spread the messages of population concepts such as family planning, delayed marriage and status of women.*

## Folk Arts Used to Propagate Population Messages

**T**o train field staff and local amateur folk artists to effectively use performing folk arts to convey population and family planning messages at the grassroots level, the Family Planning Association of India (FPAI) organized three workshops in three FPAI Branches in Dharwad, Madurai and Mysore this year.

These workshops were organised based on the observation that folklore is popular with common people, thus, folk media could be used to influence and change people's attitude in favour of the small family norm and raising women's status.

The Dharwad Branch workshop provided 70 participants consisting of folk artists, social leaders and youth with a repertoire of traditional folk songs (gigi and lavani) and religious discourses (harikathas) by master folk artists.

The themes of the presentations include family planning, maternal and child health, age at

marriage, girl-child status, status of women, and promotion of literacy. It was reported that the messages were well received by the rural audience and the workshop was successful in developing the skills of amateur artists in the use of folk arts as well as in preparing materials on traditional folk literature that incorporate population and family planning messages.

In the Madurai workshop which was attended by around 30 participants, the resource persons explained the various forms of folk art popular in various areas that reflect the life styles of village people. The themes of girl child, spacing of births and newly married couples were taken up in group discussions followed by group work which involved artists in incorporating family planning messages into the folk art as well as their presentation.

The highlight of the Mysore Branch workshop was the utilisation of puppetry and dance drama (Yakshagana) as effective media in the promotion of family planning.





# States Celebrate Population Education Week

## Andhra Pradesh



Thousands of students from twin cities, Hyderabad and Secunderabad, joined the rally to show support to the population education programme during the Population Education Day last 11 July 1992. The children took the pledge to observe population-related behaviours that will contribute to the success of the population programme and were asked to undertake an information campaign on 10 members from their neighbourhood to enlighten them on population problems.

## Gujarat State



The Population Education Centre of Bhavnagar University has utilised various gimmicks and co-curricular strategies to involve not only the students but the community population as well into active participation.

Noted among these are the issuance of marriage and betrothal bonds which commit the youth to delaying their marriage before the age of 25 years. The bonds also bear either of the two parents' signature. In addition to the marriage bond, two more bonds were issued to the participating youth, namely anti-dowry bond and anti-drug addiction bond. Other activities include the selection of the "best family" and "best child" as well as the organisation of essay writing, debate and picture drawing competitions.

## North Bengal



The Centre for Continuing Education of the University of North Bengal celebrated its Population Education Week in collaboration with West Bengal State Resource Centre from 8 to 14 February 1993.

As part of environment building and general awareness campaign on population explosion, the celebration consisted of varied activities. These include the organization of seminars on population education and non-formal education, essay competition among the under-graduate and graduate students on the theme, "population education and the development of quality of life"; a series of film showings and presentation of folk dances as well as poster, debate and quiz competitions. A one-act Bengali play on the importance of literacy and effects of early marriage on fertility culminated the celebration.



## Rajasthan



The Population Education Cell of Rajasthan State Institute of Educational Research and Training celebrated their Population Education Week in two demographically backward tribal districts in Banswara and Sirohi. It is reported that 40,000 students participated in the celebration. The celebration was culminated with a music dance depicting family size and marriage.

LAO PEOPLE'S  
DEMOCRATIC REPUBLICIEC Programme to be  
Set Up in Support of  
Family Planning

The formulation of an Information, Education and Communication (IEC) programme within the national population programme in Lao PDR was strongly recommended by a UNFPA Country Support Team (CST) mission undertaken last 20 to 24 April 1993.

The mission further proposed that the IEC programme should be coordinated by a focal point to be based at the Centre for Information and Education on Health (CIEH). The IEC strategy is envisaged to include the development of programmes for radio and TV broadcasting as integral part of ongoing health education broadcasts; counselling materials for the use of medical and para-medical personnel; general posters and other materials for display at hospitals, clinics and other public places; general educational and motivational materials for use by grassroots organizations; and the incorporation of birth-spacing and related issues in other printed materials issued by the CIEH.

It was also proposed that the project should include training activities for developing the IEC

skills of field workers and involve very closely the Lao Women's Union in the production of training materials.

The mission also strongly recommends that a population education programme be established in the upper secondary schools. With the creation of a Unit on Population

Education in the General Education Department, the programme should cover some 210 schools with an enrollment of about 30,000 students in the age group of 14 to 17 years.

A project formulation exercise will take place soon based on the above recommendations by the needs assessment mission.

## PHILIPPINES

Poster-Slogan Contest Promotes  
Population Awareness

To involve the youth to reflect on the negative consequences of rapid population growth on the quality of life, and to illustrate these consequences through the medium of artwork, the Department of Education, Culture and Sports in collaboration with the Population Commission, Philippine Information Agency, Department of Interior and Local Government and the Department of Environment and Natural Resources organized a nationwide poster-slogan contest under the theme, "Population and Our World".

Funded by UNFPA, the contest was opened to all public and private elementary and secondary school pupils and out-of-school youth between the ages of 13 and 18.

The Regional Coordinators of Population Education Programmes of the Department of Education, Culture and Sports in Regions V and IX, Ms. E. Rojas and Mr. A. Arampac, reported on the results of the contests in their own respective regions held last February 1993. All winners from the provinces under each of their Region competed on a regional basis according to three categories, namely, Category A for grades I-III pupils; Category B for grades IV-VI pupils and Category C for high schoolers and out-of-school youth combined.

Ms. Rojas reported that their Category A winner won third place at the national level competition held on February 23, 1993 in Quezon City. Each of the Regional winners received a cash prize of Two thousand pesos and a regional trophy.





*Young contestants illustrate the various population problems through painting. These paintings are then lined up for judging.*

## **PRSD Mission Recommends Package of IECM Programme**

UNFPA Mission, which undertook a Programme Review and Strategy Development (PRSD) exercise in the Philippines from 25 April to 21 May 1993 recommended that within the framework of the approved 1992 IECM (information, education, communication, motivation) Master Plan, a well-coordinated package of IECM initiatives should be designed for the estimated 13.9 million women of reproductive age, specifically those with high health risks and their partners belonging to low income groups living in rural and crowded urban areas.

The Mission also strongly urged that a special IECM focus should be directed towards the youth considering the increasing incidence of teenage pregnancy and adolescent fertility-related problems. One way of doing this is by reviving the population education activities in the formal education system as well as addressing the needs of the out-of-school youth living in rural areas

and where there is high concentration of urban poor.

In addition to these, the Mission recommended that efforts should be made to promote and strengthen community-based networks of NGOs and private sectors as alternative mechanisms to improve access to FP services and information; implement IEC campaigns aimed at making men understand their roles and responsibilities in family health and fertility regulation and promote capacity building of the Population Commission to enable them to provide quality technical assistance, particularly in IECM.

The PRSD is an exercise organized by UNFPA in co-operation with the Philippine Government which is aimed at developing a coherent framework, agreed on by both Government and donors, for the national population programme within the context of the Government's overall development objectives.

## **VIET NAM**

### **Two Baseline Studies Launch the Coordinated IEC Programme**

The Coordinated IEC Programme (VIE/93/P08) under the new Population Programme cycle funded by UNFPA has recently been launched with the implementation of two baseline activities. These include the inventory and analysis of IEC materials and the IEC/KAP survey.

The inventory of IEC materials examines the trends and developments of IEC materials production and dissemination in the past five years, the results of which will serve as guidelines or basis for the planning and development of IEC materials for the new project cycle. The Inventory is being implemented by the Population Documentation and Information Centre (PDIC) of the General Statistics Office.

The IEC/KAP survey will collect baseline information on the present knowledge, attitude and practice of the household couples with regard to family planning and the availability



*Around 870 population IEC materials were inventoried and examined by the PDIC Director and staff to determine trends in content, messages, appeals, objective, presentation, target audiences and use to serve as basis for materials development in the new project cycle.*



and use of different kinds of channels of information in the commune. The results of this survey will be used to identify what types of mass media and interpersonal channels of communication can be used to reach various groups of audiences with various family planning messages.

The results of this baseline survey will be compared against the findings of an impact study or post survey which will be conducted after the three-year IEC programme to determine the effectiveness of the IEC campaign on the knowledge, attitude and behaviour of the target audiences. The survey is being jointly undertaken by the National Committee for Population and Family Planning (NCPFP), the General Statistics Office and the Institute of Sociology.

### What IEC materials show

The inventory is now examining around 870 different types of IEC materials produced during the last five years by the various population agencies engaged in materials production and dissemination. These include various categories of print, radio, television, film, audio-visual

and community-based or folk media collected from all over the country.

These materials will be analysed in terms of source/producer, quantity and quality of production, type of medium, messages/themes/appeals, objectives, use, target audiences, presentation or physical attributes, distribution and use.

The inventory is expected to advise the IEC programme materials developers which producer is the most efficient and successful in producing IEC materials and therefore should be utilized; what types of materials had been mostly used and which other medium should be mobilized in view of its potential reach and effectiveness; what IEC messages had the programme in the past been concentrating on and which had been neglected and

should be given priority attention in the new cycle; what groups of audiences had been targetted in the past and who should now receive priority attention; what dissemination method has proven to be most effective and should be maximized etc.

### Ensuring the use of research results

To ensure that the results of both the inventory and the IEC/KAP survey are used by the IEC agencies in the development and dissemination of their materials, two Research Utilization Workshops will be organized after the reports of the two studies have been prepared. The workshop for the inventory of IEC materials has been scheduled for July 1993.

## Third Cycle to Address Needs of Pre-school, Primary and Lower Secondary School Children

For the last two cycles, population education has been introduced into the curricula and textbooks in geography, civics and biology for classes 9, 10, 11 and 12 in the secondary schools. In addition to this, two other programmes on parent education and family life and sex education were implemented by the Ministry of Education.

The evaluation of the projects has shown that population education has been successfully integrated in biology, geography and civics subjects at the upper secondary level of general education, almost all complementary secondary school and two-thirds of peasants classes and almost all kindergarten schools and teacher train-

ing institutions in the 17 provinces.

However, it was felt that the programme coverage both geographically and substantively was inadequate particularly at the primary, lower secondary and pre-school education levels. The previous programme covered 17 out of 54



provinces, thus leaving majority of the students and teachers out of the population education coverage. Furthermore, the students at the primary level were also left out.

In the new project cycle, UNFPA Country Director's Office recommended the merging of the previous three separate projects on population education in the formal non-formal education sector, parents education and the family life and sex education into one project.

The UNFPA support will also concentrate on the development of human resources at the national and provincial levels. Those trained personnel will be used as base trainers for pre-service training in the train-

ing institutes and in the in-service training of other education personnel at district and cluster levels.

The main strategy is to integrate population education into the primary education, lower secondary education and pre-school education curricula. Curricular and textual and teaching materials will be developed to equip trainers and teachers in teaching population education at these three levels of education.

By the end of the project, all the 54 provinces would have been covered and the capacity of 8 central and 37 provincial secondary teacher training institutes, 39 provincial normal schools for primary teacher training and 27 normal schools for kindergarten and creches

teachers training strengthened and enhanced.

The major components of the project will include the strengthening of management and organization, personnel and teacher training, curricular and materials development, research, evaluation and monitoring, awareness and motivation and co-curricular activities.

For the first time, the population education programme will mobilize the mass media to promote to the public the importance of population education and involve the total community as well as utilize co-curricular activities such as quiz, essay writing, poster competition and debates to enhance greater participation from the students, teachers and parents.



*The UNFPA Country Director's office signed five IEC and Social Indicators Projects together with representatives from the executing agencies, National Council for Population and Family Planning, Youth Union, Women's Union, Peasant Union and General Statistics Office. Participating in the signing ceremony held in Hanoi last 26 April 1993 are Ms. Linda Demers, UNFPA Country Director, Dr. Nguyen, Luc, Vice-Chairman of NCPFP (shown shaking hands with Ms. Demers); Dr. Vu Trong Kin, Permanent Secretary of Youth Union; Mr. Gam Ngoan, Vice-Chairman of Viet Nam Peasant Union; Mrs. Nguyen Thi Hue, Vice-Chairwoman of Peasant Union; Mrs. Vo Thi Thang, Vice-Chairwoman of Women's Union and Dr. Le Van Toan, General Director of General Statistics Office.*



## Reconceptualization of Population Education

by O.J. Sikes\*

Initial attempts to organize the concepts of population education did not result in a tightly-structured conceptualization to which all countries were expected to adhere. Rather, early conceptualizations consisted of broad guidelines, some of which were followed by many countries and others that were not.

While experts in the field generally agreed that population education should address both broad (macro-level) and individual/family (micro-level) population issues, there was little agreement on the priorities to be set. Indeed, the need to establish priorities in the selection of content was not stressed in the early years. This shortcoming often resulted in attempts to cover more issues than the curricula could bear.

### Purpose and Rationale of Population Education

The definition of population education has not changed much over the years. It is generally agreed that population education is the process of helping people understand the nature, causes and implications of population processes as they affect, and are affected by, individuals, families, communities and nations. It focuses on family and individual decisions influencing population change at the micro level, as well as on broad demographic changes.

Though sometimes linked with demography, human ecology, family-life education or sex education, population education is not synonymous with them. Rather, it draws its content from a knowledge base comprised of key concepts from all these fields and others, with variations according to the setting.

It is sometimes assumed, mistakenly, that population education deals exclusively with demography or macro-level population issues. Another incorrect assumption is that preventing adolescent pregnancy is its only goal. Actually, the goals and content of population education must reflect the diversity of school audiences that have a variety of needs and behaviour patterns.



**Educators need to go beyond a "single-issue" approach, and to recognize the importance and relevance of other population issues, both micro and macro. They should offer learners a balanced population education programme that draws its knowledge base from four principal sources of information: social demography; family life; environment; and human sexuality. This can be done while allowing each country to set its own priorities.**

A basic goal of population education should be to convince learners that they can control many of the events in their lives, especially those related to reproductive behaviour (e.g., when to marry, when to have the first child, how many children to have, etc.). They should be able to make decisions, follow up with action, and obtain results. Many children need to believe early that they have control over their fate. Schools should help them modify this attitude, and teach them that what will become in life will depend in large part on their own decisions and actions. Participatory learning is important to the accomplishment of this goal.

### Issues and Trends in Population Education

As numerous countries try to implement national programmes of population education, their experience underscores the need for a reconceptualization of population education, and indicates ways to make the effort more effective.

#### A. Need for Clear Objectives

Objectives, of projects, school lessons and training activities, have to be clear from the outset. They guide the work that follows. Those responsible for designing projects, curricula, materials and lesson plans should be able to refer back to the objectives and receive clear guidance from them; materials developers and teachers need to be sure that what they are designing or teaching will help to reach the objectives.

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## B. Emerging Concerns About Content

A number of topics, corresponding to emerging needs among audiences served by population education activities, should be considered when priorities are set by policies of education.

### 1. Environment/population linkages

Environmental education should emphasize the ways in which humanity depends on and has a profound impact on the environment. One way to get this message across is to explain what ecosystems are and how they function, then to explain how various kinds of human interventions affect them.

### Family life and human sexuality contents

Family life and human sexuality are universally important sources of content for population education. Topics that emerge from these content areas are treated somewhat differently in different cultures, because behaviour varies with culture.

While Western models of family life and sex education may provide useful references, their activities and materials must be used with care, and should be adapted to the culture in which they are to be used. Once adaptations are complete, and it is clear how new materials are to be used and which specific issues will be addressed, parents should be consulted before going further, in order to avoid misunderstanding later on.

### 3. Gender issues

Population education should not only teach about gender issues; it should also help students (especially older ones) to form positive attitudes and values regarding gender. These attitudes include fairness, avoidance of harmful stereotypes and understanding the implications of early pregnancy.

### 4. Appropriate family planning content for population education

Including family planning concepts in school curricula allows young people to reflect over time on the implications of family planning and un-spaced births. Of course, not all family planning issues are appropriate for school audiences. Just as in other content areas, priorities have to be set.

The idea that it is both advisable and possible to plan pregnancies should be introduced early. In addition, the rationale for family planning should be introduced early and repeated as children grow older. Specific methods may be discussed after the rationale for their use is understood; discussing methods earlier accomplishes little and may even be counter-productive if misunderstandings result.

Few teenagers and young adults are aware of some important facts about family planning: one is that it takes time for the body to adjust to oral contraceptives, and consequently a woman is not fully protected against pregnancy until she has been taking the pill for one month; another is that the effectiveness of oral contraceptives is reduced by heavy smoking, the use of some antibiotics and tranquilizers, and diarrhoea. There are many other such points that may be taught in a school setting. The following are generally agreed upon:

### a. Family size

Family-size ideals change over time in response to a combination of variables including the values developed during childhood and the situation facing couples at the time reproductive decisions are made. Before a couple can make decisions about family size, they must first understand that it is possible to make such a decision. Second, they must have the tools (i.e., family planning methods) to implement their decisions. Third, they must be motivated to take action.

### b. Planning the first birth

Planning the birth of a couple's first child is important for a number of reasons. It gives the couple control over their fertility at the outset, and increases the chances that the first and subsequent births will be safe and the children healthy. The couple may need time to set aside resources, or to complete formal education before a new baby changes their lifestyle.

### c. Prevention of birth defects

The role of family planning in the prevention of birth defects is another concept that may be introduced at late-primary, middle and secondary levels. General awareness about this issue is limited.

The early stage of pregnancy, especially the first six weeks, is the period when the embryo is the most vulnerable to drugs and other external factors that can cause birth defects when

- Becoming pregnant before age 18, or after age 35, increases the health risks for both mother and child.
- The risk of death for young children is increased by about 50 per cent if the interval between births is less than two years.
- Having more than four children increases the health risks of pregnancy and childbirth.
- There are many safe and acceptable ways to avoid pregnancy. Family planning services can give couples the knowledge and the means to plan when to begin having children, how far apart to have them, and when to stop.



expectant mothers consume or are exposed to them. If couples are planning a pregnancy and are aware of the heightened risks during the early weeks, they can take the necessary precautions (avoiding, e.g., drugs of any kind, alcohol, smoking and X-rays) before the pregnancy is confirmed. This is the most effective thing a couple can do to avert preventable birth defects.

## d. Parenthood as an option

The idea that parenthood is an option, rather than an obligation, is still a revolutionary concept in much of the world, although it is accepted in some countries. Greater acceptance of this notion could have an important impact on future population growth. Whether this occurs will depend, to a great extent, on the efforts of population educators, communicators and journalists.

Having children is not simply a "right" to be taken for granted; it is a heavy responsibility. There is no "social obligation" to have children, but there is a major obligation to care for those that are born. The perception that parenthood is optional might actually lead to stronger families in the future.

## 5. Early development of responsibility

The right of everyone to accurate information and education on reproductive health, and to a safe and healthy environment, needs to be stressed. However, it is also important for children (and adults) to understand that rights carry responsibilities.

Responsibility is a concept that runs through all the basic content areas of population education. In the area of family life, for example, emphasis should be given to what parental responsibility actually entails.

## C. Prioritization of Contents

Population issues are so far-reaching that it is theoretically possible to introduce some aspect of population in every area of the school curriculum. This is neither feasible nor desirable. When attempts have been made to include too much in curricula, the results have been counter-productive.

Educators sometimes have difficulty drawing distinctions between population and related development issues, and consequently try to incorporate topics that are somewhat marginal to the most crucial population issues. When this occurs, the effect is to water down more important population content, as evaluations of country projects have shown.

The objectives of a population education project should be spelt out clearly when the project is designed (these may be revised as the issues to be addressed by the school project come into clearer focus). The curriculum contents must be selected at the same time, based on their potential contribution to meeting these stated objectives. The clearer and more specific the objectives, the easier it will be to select appropriate educational topics and approaches to teaching them.

At the same time, concepts need to be introduced in a logical order so they make sense to the learner. Many values and attitudes that may affect population behaviour are formed early in life. For this reason, learning activities that influence the formation of attitudes and values should receive priority attention early in the curriculum. "Facts" can come later, building upon a strong base of attitudes and values. The knowledge base can then be expanded, and applied to family formation and courting behaviour, for instance.

## D. Involvement of Parents

Parental involvement in a school population education project or programme can make a great deal of difference in its success. Parents who are informed about the contents of and rationale for population education often become the strongest supporters of a programme.

## E. Approaches to Teaching

Children have to be taught to think, to reason, to analyse rather than accepting whatever they hear. This kind of learning originates with early child-rearing, which can encourage analytical thinking or discourage it. Parent-education programmes can help new parents avoid behaviour that discourages intellectual growth in children; unfortunately, few such programmes exist. Schools can also play an important role in promoting analytical thinking among children by teaching future-oriented thinking and problem-solving skills.

The feelings of learners about the implications of what they have learned, has not been stressed in the past. Learning must go beyond memorization of facts to include development of, inter alia, respect for life, and dedication to protection of the earth's natural resources. Dynamic teachers are able to inspire children, and to help them develop feelings of commitment. More learners need to benefit from such action. Participatory learning and values clarification exercises can both contribute to this end.



## F. Teacher Training

One of the most important contributions population education make to an education system is the introduction of more effective, participatory methods of teaching. These teaching techniques have to be applied in teacher training, rather than simply explained in lectures, and practised under supervision as skills are developed and refined. In the process, prospective teachers may be helped in clarifying their own values on population issues.

### Selection of teachers

Some teacher-training activities have aimed for universal coverage of teachers in the subject as selected for concentration of population concepts. Issues of cost and quality are now forcing educators to ask whether all teachers should teach the relevant subjects or should receive training in population education, or whether it might be better to be selective in some instances. When dealing with potentially sensitive subject matter, such as human sexuality, it is preferable that those uncomfortable with the topic, and those with reputations as poor teachers, not be involved.

### 2. Cost-effective strategies for in-service training

For a number of years, population educators have been concerned with finding the most cost-effective ways to carry out in-service teacher training, and have developed several models. A combination of approaches has usually proven the most valuable. While it is always important to look for ways to economize, the least-expensive approaches to teacher training are not always cost-effective, and may even be wasteful if little or no learning occurs.

In the "cascade" or tier approach, traditionally favoured by population educators, a central nucleus of trainers trains a second layer which, in turn, trains a third, and so on. This approach has a serious weakness in the loss of content that occurs with the involvement of each new tier of trainers. Knowledge held by the core trainers may not reach the classroom teachers after being filtered through intermediate trainers.

A face-to-face approach, while costly, may be a more practical solution, when used in combination with correspondence or distance learning. Issues and teaching techniques that cannot be taught effectively only by distance methods can be selected for short-term, high-quality face-to-face sessions, leaving the other content to be learned through distance methods.

## G. Evaluation Issues

Evaluation is an important part of population education and should be included: in the process of designing programmes; as a means of improving programmes that are being implemented; and to determine the strengths and weaknesses of programmes at their conclusion. If adequate attention is given to evaluation considerations in the design of a programme, and good monitoring provides relevant feedback which is then used to make needed adjustments, the final evaluation is likely to indicate the effort was a success.

There remains an important unmet need to coordinate evaluation efforts with health services in older projects. In some instances, e.g., in Bangladesh, young couples who have been exposed to population education in school over a number of years have been observed seeking family planning services to plan their first pregnancies.

This has occurred without the motivational efforts of health service providers or IEC targeting, implying a direct link to population education. Evaluations need to take these behavioural changes into account, but this is only feasible with the use of health/family planning service records, requiring a coordinated effort.

## H. Institutionalization

Institutionalization is a goal of most population education projects. Project staff generally hope that, after an introductory period, the new concepts and methodologies they introduce will be fully accepted as legitimate, permanent components of the national education system, without being largely dependent upon external funding.

Indicators of institutionalization need to be clear from the outset of a project, and the objectives and activities should aim for their achievement. While the process of institutionalization is usually long, the duration will depend on conditions in the specific country.

Population education staff should operate with an eye to the date when national curriculum revision is scheduled to begin, so that solid plans and agreements can be made for the transition. Since national reforms do not occur frequently, ways need to be developed to update out-of-date curricula in the interim between reforms, maintaining curriculum relevance and interest and informed teachers, without involving great expense.

*Footnote: A number of additional issues (eg. involvement of private schools, ageing, HIV/AIDS, etc.) are addressed in the complete paper, which may be obtained from O.J. Sikes, Chief, ECY Branch, Technical and Evaluation Division, UNFPA, 220 E. 42nd St., New York, NY 10017, USA)*



## Developing IEC Strategies for Population Programmes

by Sylvie I. Cohen\*

To improve understanding of IEC strategy-development principles, the author of this article prepared a technical paper published by UNFPA entitled "Developing IEC strategies for population programmes". It proposes a systematic and step-wise approach to the design of population IEC strategies. The first section clarifies the role of IEC population programmes. This is followed by a section that details methodological steps to follow in IEC strategy development, and a section on the types of research and sources of data needed. Finally, there is an overview of major lessons learned. This summary focuses on the concept of IEC strategy, a step-wise approach for strategy development, use of an IEC strategic planning flow chart and the types of strategic data needed for IEC strategy development.

### What is Population IEC?

IEC is a macro-level programme intervention – an integral part of a country development programme, which aims at achieving measurable behaviour and attitude changes of specific audiences, based on a study of their needs and perceptions. IEC's starting point and goal is to contribute to solving a "problem" or to supporting an issue within a programme, which planners have assumed could be solved by the changes in attitudes and/or behaviour of designated audiences. This may require the concurrent provision and access to relevant products and/or services, and the involvement of various sectors of the society.

The range of approaches to stimulate such behaviour change is drawn from a rich pool of methods, on a continuum from cognitive to motivational, or from participatory to top-down methods. Literally, IEC is the abbreviation of "Information, Communication and Education", and indeed, IEC may combine informational, educational and motivational processes, and borrow techniques and methods from various social science disciplines (e.g. anthropology). However, the acronym IEC is more than the sum of the three methodological tools, information, education and communication. The creative choices for the mix of information, education and/or communication, are made at "micro" level at a much later stage in the life of the programme, during strategy develop-

ment and implementation of projects. The term IEC will thus be used here to refer to an intervention that is defined by its purpose and its audiences, rather than by its methods.

"Population IEC" indicates those components of a population programme that deal with changing relevant attitudes or behaviour of audiences using communication, non formal education and/or advocacy, to indicate that they all share (1) the goal of changing behaviour or attitudes, (2) multisectoral target audiences, and (3) multiple-channel methodologies.

### New developments in population programming require more strategic planning in IEC

Population IEC activities are moving into new programmatic areas, such as: counselling for users of family planning services; prevention of sexually transmitted diseases (STDs) and acquired immune deficiency syndrome (AIDS); promoting the use of innovative service delivery systems such as social marketing of contraceptives and community-based contraceptive distribution programmes; addressing adolescent reproductive health; creating awareness of linkages between environmental protection and population change; and using innovative motivational approaches such as entertainment for education, peer education, and so forth.

In addition, UNFPA has in recent years expanded the scope of its Basic Needs Assessment mission and replaced them with Programme Review and Strategy Development (PRSD) exercises. The PRSD is now UNFPA's most important programming initiative for the development or revision of the population strategy in a given country.

However, research and evaluation of population programmes and projects have shown that the expansion of programming scope involved in the PRSD exercise and the maturation of population programmes have not always been accompanied by changes in perception and understanding of key principles that should be applied in developing and implementing a supportive IEC strategy.

Examples of common weaknesses in IEC strategy include, but are not limited to the following: (a) IEC goals and target audiences are not always prioritized; (b) target audiences are often viewed as a mass public without any segmentation; (c) overall IEC strategies are not fully supportive of or articulated within sectoral population strategies; often there are no sectoral IEC strategies proposed for each population sector (this is particularly true of IEC for family planning); in some cases one finds a general statement of the eventual need to design a comprehensive

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IEC strategy, but no strategy is proposed; (d) the IEC strategy often seems not to be country specific, or to reflect recent changes in the situation of the population programme since supporting situation analysis based on research is not provided; (e) rural poor often do not receive due attention; (f) IEC objectives such as awareness creation are vague and difficult to measure; (g) many countries still rely mostly on production of printed materials; (h) assessment of training needs of IEC personnel is often sporadic.

## There are at least three levels of IEC strategies in a country programme

Given the goals and priority issues of a country population programme, the needs of target audiences designated as instrumental in this programme are the starting point to develop problem-solving IEC strategies. Those designated audiences may include policy makers, service providers, change agents, communities and/or users of services.

Among possible IEC interventions, the IEC strategy provides a set of preferred options for action – those most likely to have an impact on problems related to attitude and/or behaviour changes of specific audiences in a set time frame, given the available external and local resources (human, institutional and financial) and the priorities of a national programme. For instance, if the overall country population programme goal is to increase contraceptive prevalence, the starting point of an IEC strategy would be to identify the social groups most likely to respond to action, and to understand why they are not doing so now, i.e., what are the causes of resistance to behaviour change?

An IEC strategy is a commitment to achieve measurable effects. Not having an IEC strategy can result in indistinct audiences and objectives that are difficult to measure (such as “increasing the general public’s awareness of the relationship between population and development”), or to ad hoc activities that have no sustainable impact.

Because population IEC activities should be phased with the development of national population policies, and articulated with the availability of supporting logistics and services, it is important to plan the information, education and communication components of the country population programme at the earliest stages of programme planning and preparation.

In a country programme, there are at least three levels of IEC strategies:

(1) **An overall multisectoral IEC strategy of national scope.** This provides planners with a general, initial framework for action, which will be continuously refined and updated as implementation, feedback and monitoring go on. First, the population problems that IEC will help tackle are briefly stated. Then constituencies and key actors that need to change are identified, and changes to be achieved (whom to reach, for which effect, and in which order) are defined. Constraints and opportunities for such changes to occur are then analyzed briefly. Possible lines of action are indicated, along with choices made to deal with particular problems and/or to reach broad objectives (how to achieve the desired effect, through which messages, using which combination of channels, and involving which organizations). The strategy should also indicate time frames, sites of action and whether specified actions will be taken simultaneously or in a phased manner.

(2) **The overall national IEC strategy is then broken down into more specific sectoral IEC strategies,** intended to provide relevant support to the sectors of the national population programme, i.e., data collection; formulation or revision of population policies; population and development; women, population and development; provision of MCH/FP services; youth programmes; and population and environment programmes.

(3) **IEC project strategies.** Each IEC project, identified by the Government, non-governmental organizations (NGOs) or the UNFPA Country Director, and prepared later by the designated project formulator, will have its own detailed strategies for action. The project strategies

may focus on one or combine the following: (i) Reaching a specific target subgroup (e.g., urban out-of-school youth aged 14-19, or unmarried young women of the coastal region); (ii) Using a specific or area-based organized communication network (e.g., local unions of truck drivers); (iii) Increasing the capacities of a specific institution that needs strengthening (e.g., a community youth centre or a MCH/FP training centre).

## A cyclical step-wise approach to designing an IEC strategy

The design of an IEC strategy involves proposing options and making informed decisions in a systematic and step-wise manner. The cycle includes repeated monitoring, evaluation and revision, according to needs and lessons learned through operations research, as long as the activities continue, according to a proposed sequence.

In the initial stage of the decision-making process for an IEC strategy, it is best to concentrate on one target audience group at a time, and to answer a set of pre-ordered questions, step-by-step, as is indicated in the chart. Then all target audience’s specific strategies are grouped; then feasibility issues, overlaps and prioritization can be discussed. These steps are discussed in greater details in the publication.

The step-wise planning process is summarized in the IEC Strategic Planning Chart, shown on page 23. The author has used this chart on several occasions with high-level planners and decision makers from various backgrounds and sectors. In the process of filling up the chart collectively, planners participated in the strategic planning exercise, saw what problems IEC could help resolve within given time frames and with given resources, understood the key role of research, started to see the multiple options to solve one particular audience’s need rather than have predetermined solutions (e.g. a poster), and fully supported the proposed implementation strategies.



## Types of data needed to formulate a successful IEC strategy

Access to existing research is a precondition for designing, adjusting or revising an IEC strategy. In conducting or compiling such research, there are three guiding principles:

- (1) *The audience is at the centre of the process of behaviour change.*
- (2) *A national situation analysis in IEC is the basis for strategy development leading to an operations plan.*
- (3) *The formulation of an IEC project strategy will require a more detailed institutional analysis.*

## Traditional socio-cultural research is not enough to understand the audience

People go through a certain number of internal stages before they change their behaviour. They start by being unaware, and progress to a stage of awareness. Next, they become concerned and seek information; they learn and become more knowledgeable. They then become motivated to change, try the new behaviour, assess it, and decide whether or not to sustain it. However, both external and internal factors may impede this process, and people sometimes drop out at one of these stages.

The importance of researching individual knowledge, attitudes, and practices is well recognized in the population field through the generic but generally misunderstood term of socio-cultural research. In this paper, it is proposed to put more efforts into the identification of the motivational characteristics and profiles of well segmented target audiences.

Such assertion means that in conducting research for IEC strategy design:

- (a) Traditional KAP studies are not enough to understand the

audiences because beliefs and attitudes should be assessed separately. This can be done through qualitative research, followed by a survey questionnaire that incorporates what has been learned. There are several reasons for separating beliefs from attitudes:

- (i) *Beliefs and attitudes are measured differently;*
- (ii) *Beliefs such as unfounded rumours may require a specific communication intervention to correct misinformation, using rational and/or factual information. Attitudinal change, on the other hand, requires a motivational approach.*

(b) Important psychological variables may determine behaviour. Understanding these may be just a matter of adding a few questions in research efforts. Determinants of behaviour which have been found to determine action which could be further explored in family planning include the following:

- (i) *Perceived self-efficacy: Is an intended action felt to be within one's control?*
- (ii) *Intentionality: If one intends to take an action, what are the perceived consequences?*
- (iii) *Do the people one cares about want him or her to take this action?*

(c) Action should be combined with research. Approaches should be tested on a small scale, monitoring feedback and interweaving research, intervention and action.

## A national situation analysis in IEC is the basis for a strategy development leading to an operations plan

Population IEC activities are increasingly being integrated into the programmes of various ministries, NGOs and the private sector, increasing the need for high-quality coordination and planning. To facili-

tate the formulation of strategies, a multisectoral institutional analysis should be made, including an analytical inventory of the projects and organizations involved in population IEC activities. This should identify who is involved, in what way, for how long, and with what commitment of funds and personnel, to assess each organization's capacity, its willingness to pursue its contribution, the appropriateness of coordination and management mechanisms, and needs for increased capacity and motivation.

## The project strategy formulation will require a more-detailed institutional analysis

With the increased emphasis placed on national execution of projects in the population IEC field, the strategic choice of the most suited institutions for project implementation is very critical. However the capacity assessment of current or potential institutions is the weak link of most IEC strategies. We propose mapping of institutions according to three roles they are likely to play in the implementation stage. It can be either:

- (1) *national institutions with IEC expertise in research, planning, training and materials production. These may include training institutions, universities, video production companies, the IEC units of various ministerial departments, and private advertising and market-research firms.*
- (2) *national institutions whose major role is to reach their constituents through specialized field workers: e.g., Ministries of Education, Agriculture, Health and Social Welfare, and Community Development; and NGOs. Some of these institutions may already host population IEC projects.*
- (3) *national institutions with a major role in message dissemination and political mobilization: the mass media; the Ministry of Information; political parties; religious groups; etc.*



A generic institutional assessment should be made of each of these institutions and organizations, to provide information on the institution's past and existing roles and experience in population IEC activities; its degree of commitment and motivation to pursue these efforts, and the quality of leadership and staff morale; the existence of a specific unit responsible for in-service training and operations research; the number, qualifications and status of personnel assigned to IEC; the percentage of their time devoted to IEC activities; whether they received training or orientation in population IEC; their attitude towards family planning and their understanding of population issues; and staff morale and performance; the extent to which this institution's efforts are coordinated, including

existing difficulties, if any; the extent to which population IEC activities are an integral part of pre-programme planning; the proportion of the institution's budget devoted to population IEC efforts, and whether this is adequate; if evaluations have been carried out. It is helpful to summarize the lessons learned from past collaboration with these institutions.

In addition to collecting this general information for all institutions and organizations involved in population IEC activities, more detailed information may also need to be collected for strategic-planning purposes, according to each institution's specialized role.

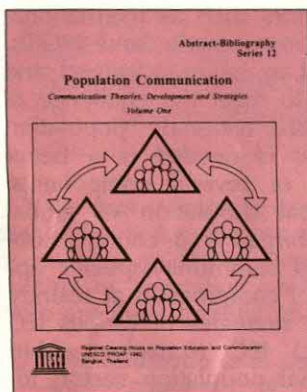
In conclusion, population IEC strategies have been initiated by all

kinds of actors such as international agencies, Governments and NGOs. These need to be re-examined and redesigned to meet the challenge of global and national population goals. What is needed is a better articulation of several components: (a) the local translation of global population targets into country, sub-national and community-specific approaches; (b) coordination at country level of the strategies of various IEC projects; (c) IEC strategies within each national population sector; (d) the involvement and coordination of multiple sectors and institutions, including communities; (e) IEC with service-delivery systems (in the public and the private sectors); (f) coordination of various sources of funding, including the harmonization of strategies among specialized agencies of the United Nations system.

### THE IEC STRATEGIC PLANNING CHART

Step 1	State the IEC goals for the programme, sector or project				
Step 2	Select target audience groups to be reached (in order of priority or of proximity to the primary audiences)	Target Group A:	Target Group B:	Target Group C:	Target Group D:
Step 3	Define changes (in knowledge, attitudes, beliefs, practices, resources allocation, leadership, community organization, etc.) needed from each target groups to achieve the programme objectives				
Step 4	Describe for each audience the characteristics or contextual factors relevant to their participation or non-participation, according to available data (i.e., audience research studies)				
Step 5	Determine which IEC activities (information, education, communication, institution building, advocacy, etc.) will be needed to bring about the expected changes				
Step 6	Outline key appropriate messages and message strategies				
Step 7	Identify the most appropriate combination of communication channels				
Step 8	Identify organizational and managerial strategies needed for implementation; indicate, if possible, which institutions will be responsible for each activity				
Step 9	Calculate the amount of resources needed				
Step 10	Identify a realistic time frame				
Step 11	Discuss the strategy in terms of critical factors and obstacles to be removed, revise it, and get it approved				





*Published by the Regional Clearing House on Population Education and Communication, UNESCO PROAP, Bangkok, Thailand, 1992. 116 p., in English.*

For over two decades, countries in Asia and the Pacific have implemented various programmes and activities on population IEC (information, education, communication). Some of the IEC programmes have positively contributed to the population goals and policies of some countries. Others have not been as effective. In the 1990s, new developments and emerging trends in the population scene have awakened policymakers and IEC specialists in revitalizing and reorienting their IEC programmes to more effectively respond to changing times.

This issue of the Abstract-Bibliography Series compiles and synthesises materials and information related to population communication, which will enable programme planners and practitioners to refer to a wealth of theories, principles, practical guidelines and strategies as well as actual experiences and lessons learned from two decades of population communication programmes in the region. The goal of this issue is to help them rethink and reorient their IEC programmes more carefully.

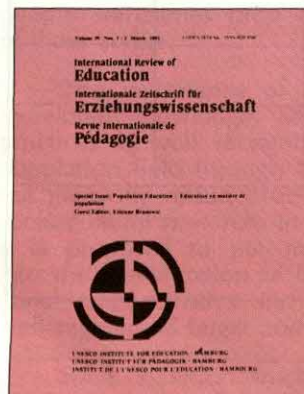
## Population Communication: Communication Theories, Development and Strategies – Volume One (Abstract-Bibliography Series 12)

This 12th Series comes in two volumes. This first volume sets the tone by covering materials that provide the theoretical and conceptual framework as well as principles and strategies for planning and managing population IEC programmes. It also describes how these strategies have been applied in national population IEC programmes. Section One builds the basic theoretical and conceptual foundation that will help deepen the readers' understanding and analysis of the nature and function of communication as applied in population and family planning programmes. A wealth of principles and tested communication models contained in this section can lead to the design of more effective population communication strategies and programmes. Section Two deals with communication planning and strategy development. It offers alternative strategies for developing a communication programme in population and family planning. The third section calls attention to another key factor to a successful IEC programme – good management. The materials abstracted and synthesised in this section highlight country experiences in managing population programmes and offer practical suggestions on how to improve the management of the IEC component of national population programmes. Section Four deals with a general topic: the role of communication for rural and national development. Though none of the entries focus solely on the use of communication in population programmes, they offer a wealth of lessons and issues in the general field of development communications, which can certainly find application in the area of population and family planning.

The last section reports on the current status of population IEC programmes in Asia and the Pacific. The majority of the country profiles abstracted in this section are derived from the Regional IEC Experts Group Meeting on Population Communication Strategies for the 1990s held in April 1992 by UNESCO. These country reports review past and existing IEC efforts; analyse the problems confronting them; identify emerging IEC needs and IEC strategies to be undertaken in the future or which have just been launched to respond to deficiencies and problems. While Volume One sets the theoretical and conceptual tone, Volume Two provides more practical materials and operational guidelines that can be readily used by IEC implementors in teaching, training, research and evaluation, materials production and documentation and information services. Volume Two is presently under printing.

The value of this Abstract-Bibliography Series lies in the synthesis found in the beginning of each section. This synthesis analytically reviews, summarises and consolidates the main contents of the documents, highlighting important trends and developments and implications for IEC programme policies and practice. They provide busy users, who may not have the time to study the informative and substantive abstracts, with a quick and authoritative overview of the information contained in each section.

**For copies, please write to the Regional Clearing House on Population Education and Communication, UNESCO PROAP, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand.**



## Population Education, International Review of Education, Volume 39, Nos. 1-2 1993

The book starts with a complaint in its introduction – “society has always burdened the education system with problems which it cannot resolve”. For example, it continues, “the school curricula is overloaded with issues such as road safety and consumer education, health education, AIDS and drug abuse prevention, and especially education related to environmental protection and population matters.” Then the book zeroes in on the problem of population and how the educational system has been utilised to help resolve this problem. The

editor explains that in a growing number of countries, population issues have been or are being introduced into formal and non-formal curricula through population education projects, either within existing disciplines or as distinct elements. Population education can be seen as an educational response to the social, cultural and economic problems which arise from demographic phenomena. The editor then presents an overview of the objectives, contents and limits of population education, analysing the many factors that account for their variations. He closes his

*Edited by Etienne Brunswic and published by the UNESCO Institute for Education, Hamburg, Germany, 1993. 157 p., in English and French.*



editorial with a convincing piece of discourse on the benefits that can be derived in introducing population education into the education system.

This issue of the *International Review of Education* focuses on population education to coincide with the International Congress on Population Education and Development held last April 1993 in Turkey. It attempts to present population education from different angles. The introductory article by Rath considers that a clear understanding of population problems will be an essential element of general culture in the near future. Then a political decision-maker, an educator and a demographer were asked to explain why and how, in their opinion, population matters should be the subject of educational action. The indications are that general socio-economic conditions, the relationship between poverty and population, human resources, health and human rights are inextricably linked with education.

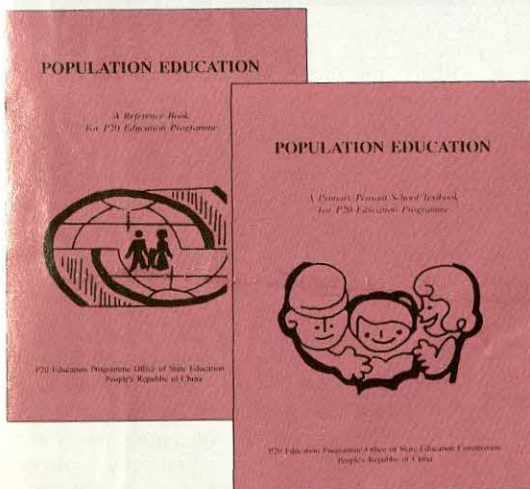
Certain particular aspects of the content of population education are then treated. From a pedagogical point of view,

Sikes, Palacio and Kerr put forward a set of concepts which see population education as a preparation for individual responsibility and life in society, while Valerien analyses the progress made in developing teaching materials. Clarke considers the relationship between population and environment, which are still too often seen in education as rival newcomers, if not as antagonists. Samman addresses the very sensitive subject of the treatment of migration in the curriculum, while Gani points to the need to refer to the challenges posed in certain countries by the aging of population. Three notes illustrate particular societal contexts. Fahem gives an example from Mauritania of internal migration and urbanization. Fama Ba demonstrates the importance of education for the improvement of the condition of women, taking as an example the present perception of the role of women in Africa. Levy raises the problems posed by the issue of objectivity in the dissemination of information, particularly where mass media dominate.

Finally, this Issue presents a panorama of population education in action in the various regions of the world through eight

contributions by specialists who are managing population education programmes at regional or national level in the Pacific, East Africa, the Arab States, Latin America, Madagascar, India, the USA and Romania. In most developing countries, such programmes are run by public authorities with the support from UNFPA and UNESCO, while in Europe and North America, private organizations take the lead. In numerous countries, religious circles favour uncontrolled birth, and considerable efforts have been required to overcome their resistance and to involve them in the programmes. According to these reports, there are still obstacles such as the unclear status of the subject, lack of financial and administrative support, insufficient trained teachers and want of facilities to train them. Nonetheless, the book acknowledges that appreciable results have been obtained, and the content has been enlarged to include the broader social questions discussed by various authors in this issue.

**For a copy please write to the International Review of Education, UNESCO Institute for Education, Feldbrunnenstrasse 58, 2000 Hamburg 13, Germany.**



**Population Education: A Reference Book for Teachers of P20 Population Education Programme and A Primary Peasant School Textbook for Students of P20 Population Education Programme.**

tion education for their clientele. The first manual for teachers was prepared by the Second Shanghai Educational College while the textbook for students was developed by the Adult Education Office of the Education Department in Hunan Province.

The manual for teachers is aimed at providing the peasants' teachers with guidelines on how to teach population education effectively. Like any other teacher's manual, it gives the users the basic information on teaching objectives, contents, outline of teaching materials, teaching suggestions and teaching materials. One will easily notice that the teaching suggestions are very detailed, especially in leading the teachers from one discussion point to another, and in guiding them on what areas to emphasize with what alternative arguments. The teaching suggestions also recommend the use of investigation, analysis and discussions that would have been effective in involving the students actively in the learning process. But in the end, the manual has to tell the

teachers to "draw the conclusions" or "tell the students the effects or results" instead of the students drawing their own conclusions. The manual could be improved by introducing more enquiry approach and values clarification activities and exercises that will result in ideas that the students can truly call their own and not that of the teachers'. However, the manual deserves high points in terms of providing the teachers with comprehensive reference materials that will assist them in the substantive aspect of teaching.

Consisting of nine sections, five sections focus on population policy and population development while three sections on family education, birth control and adolescent health respectively. That population policy and development is in the heavier side of the scale demonstrates the Chinese educational preference for setting first a strong conceptual and ideological foundation to enable students to internalize well all succeeding teaching materials. The idea is to enable the teachers and rural adults to acquire scientific population knowledge.

**Published by the Population Education in Peasants Schools Programme, State Education Commission, Beijing, China, 1993. 158 p. and 89 p. respectively, translated into English.**

From 1985 to 1987, population education was carried out as a pilot project in 34 peasant secondary vocational schools. The main aim of the project was to reach the rural adults or peasants with population and family planning messages. During this period, the pilot schools established contact points in schools in towns and villages, which eventually served as population education centres for peasants. These two materials arose from the experiences of various peasants schools in implementing popula-



Population development must be seen as going hand in hand with material production, being a general law of social development. The manual states that population education must help strengthen the idea of population quality which will suit the four modernizations policy of the Government. The elaboration of the teaching materials consists of research-based economic and demographic data and concepts, some of which could be simplified in its presentation.

The last three sections on family and marriage, birth control and adolescence health are also presented in a very scientific manner. For example, marriage is understood better by looking at the nature and social attributes of marriage and the evolution of marriage system and its relationship with population marital status; the rationale behind birth control and the qual-

ity of reproduction can be better explained through a study of genetics and eugenics. Finally, the section on adolescence health deals mainly with what kind of changes are taking place in the body during puberty and how the body could be kept healthy. Information on the social aspect, i.e., sexual behaviour or human sexuality, relationships, love, sex roles, STDs, etc. is missing and should be included especially since this manual is targeted to the secondary level and rural adults.

The primary peasant school textbook comprised 45 units covering eight aspects of population knowledge. These include i) population theory; ii) population situation and policy; iii) population and effects on social and economic development; iv) physical health during puberty; v) hereditary and eugenics; vi) fertilization and contraception; vii) family education; and

viii) population registration. Each of these main concepts are divided into sub-topics which are presented in the 45 units. The students' textbook is very readable and well-illustrated. The concept in each unit is presented in concise two-to-three paragraphs text. Though the text presentation is short, the range of topics is very comprehensive. However, the usefulness of the textbook could have been enhanced if questions have been posed at the end of each text to test the knowledge gained by the learners. Moreover, there is much room in the learning materials to become more participatory by including activities that will involve the students in actual learning situations.

**For copies, please write to the Population Education for Peasants Schools Project, State Education Commission, Beijing, People's Republic of China**

## Population and Childhood, a VHS-PAL videocassette, 20 minutes, coloured; translated into English

*Produced by the Institute for Pre-school Children Research, Ministry of Education and Training, Hanoi, Socialist Republic of Viet Nam; 1990.*

**V**iet Nam is the only country in this region which is integrating population education concepts into the Kindergarten school level. A number of concerned persons have questioned the appropriateness of this strategy. Not too few questions have been asked about the readiness of the pupils to receive and internalize population concepts at this age. This videocassette answers the mystery surrounding such educational endeavour.

The videocassette starts by explaining the population problems confronting the country and how the Government has initiated efforts to solve these problems. One of these is the mobilization of the educational sector in educating the youth on the issues of population and their contribution to the population problem. The videocassette then highlights the involvement of the Kindergarten school system. How does one introduce population concepts to five-year old Kindergarten children? The videocassette demonstrates the answers to this by showing teaching periods held inside and outside the classroom that mostly utilize teaching techniques such as games, simulations and role plays as well as recitations, songs and dances. These activities are routine to a Kindergarten-level teaching and have been proven as appropriate and effective in catch-

ing the fleeting attention and concentration as well as involving the active participation of five-year old children. These are then used as vehicles to introduce basic population concepts such as family composition, family relationships, family size, needs of family members and sex roles as well as care and protection of the environment.

For example, the children are asked how many people comprised their own families and who are these family members. The children are asked to pick up model figures of mother, father, sister, brother, etc. and are directed to stick them up on the flannel board. Then they are asked to count the family members displayed on the flannel board and to conclude whether it is a small or big family. The concept of big and small family size is also demonstrated through role plays such as when children are asked to role play a family about to have their dinner, aimed at showing the pupils how important it is that the amount of food and eating utensils should be commensurate to the number of members in the family. If there are not enough food and eating utensils, then it is necessary to buy more. And if money is not enough, then problem occurs. Another example shows when a new baby is born to a family and the number of towels is not enough especially for the care of the newborn baby, the pupil is made to realize then that a new member added to a family means more resources. More important than the concept of family

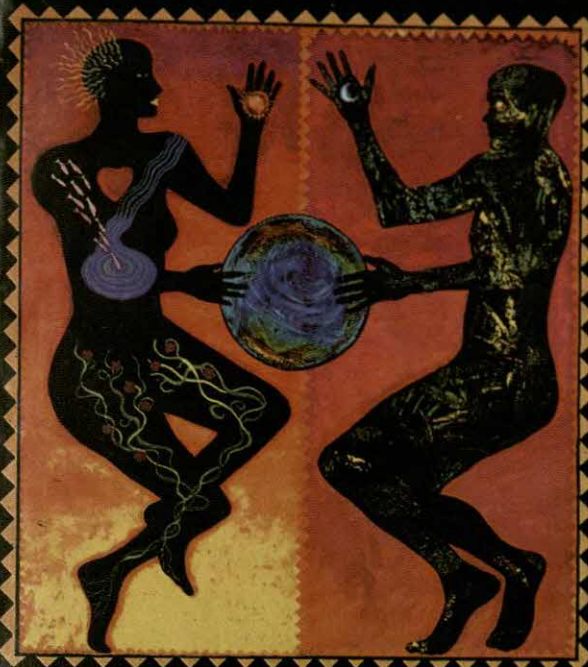
size is the internalization of the concept of sex equality. During playing sessions, the boys play with dolls and girls with balls and during role playing of household chores, boys are made to clean the house and cook while girls are made to repair broken chairs and tables. The relationship between population growth and environmental degradation is also introduced by taking the children out on field trips to give them opportunity to observe how more people results in over crowding and consequently ends up in the destruction of the environment such as cutting of trees and soil erosion. Then the pupils are made to plant trees which will hopefully promote attitudes and behaviour towards environmental care and protection.

Contrary to some critics' misconceptions, population concepts can be introduced in a very simplified form and manner that are most appropriate to five-year old children. As demonstrated by the videocassette, these concepts are unobtrusively integrated into their plays and games and do not pose unnecessary disturbance in the minds of the children. Most importantly, it allows for early socialization with regard to sex roles and equality as well as civic and social obligations towards the care and protection of the environment.

**For a copy, please write to the Institute for Pre-school Children Research, Ministry of Education and Training, Hanoi, Viet Nam.**



# 11 JULY 1993 - WORLD POPULATION DAY



"...THE WORLD'S POPULATION WILL DOUBLE IN 41 YEARS IF WE CONTINUE TO GROW AT OUR CURRENT RATE. LASTING SOLUTIONS TO PROBLEMS OF THE ENVIRONMENT AND POVERTY CAN BE FOUND IF WE CAN RESOLVE POPULATION ISSUES."

Dr. Nafis Sadik, Executive Director  
United Nations Population Fund



**UNFPA**

United Nations  
Population Fund

# 11 JULY 1993 - WORLD POPULATION DAY

*What you can do*

## NATIONAL AND LOCAL INITIATIVES

UNFPA urges governments, non-governmental organizations, schools, groups, communities and individuals to join in celebrating World Population Day on 11 July 1993. We invite you to take an active role wherever you are, and to join in the worldwide effort to find a balance between population, development and the natural environment which sustains us all.

*For further information please write to:*

WORLD POPULATION DAY  
United Nations Population Fund  
Information and External Relations Division  
220 East 42nd Street  
New York, NY 10017 USA  
Telephone: (212) 297-5020  
Fax: (212) 557-6416

or contact the UNFPA Office in your country.

EVENTS THAT YOU, OR YOUR GOVERNMENT ORGANIZATION OR COMMUNITY CAN ORGANIZE:

- ★ Addresses, speeches and rallies by national and local leaders;
- ★ Special lectures, seminars, debates and roundtable discussions on population issues;
- ★ Workshops and conferences;
- ★ Radio, television and film programmes;
- ★ Newspaper and magazine articles and supplements;
- ★ Special publications;
- ★ Press conferences;
- ★ School competitions (art, essay contests);
- ★ Sports and song competitions;
- ★ Specially-commissioned works of art;
- ★ Exhibits on family life and family planning
- ★ Dramatic and artistic performances;
- ★ Special programmes for young adults and school children;
- ★ Civic events

*...and more.*



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